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# The Wellesley News (04-25-1968)

Wellesley College

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# Renaissance Craft Fair Adds Excitement to Arts Festival

'68 and the Arts, a festival of the fine and performing arts to take place this weekend, will display the many talents of Wellesley's senior class. This year, according to Chairman Liz Robbins, '68, the festival promises to be "bigger and better than ever."

The idea of a senior arts festival was conceived several years ago when one senior class so enjoyed working on Junior Show that they decided to undertake another class project. The tradition took hold, and this year '68 and the Arts has taken the established framework and added dramatically to it.

A new and exciting addition to this year's festival is the Renaissance Crafts Fair to be held Saturday afternoon in the Academic Quad. Sixteen outdoor booths built by class members and embodying the theme of the afternoon fair — art in action — will be manned by seniors. These girls will make paper flowers, jewelry, and other objects of interest as people watch. Their creations will be on display and for sale. In a roped-off area, performances of various types will take place, and costumed vendors will weave through the crowd selling refreshments.

At the same time, in Jewett the seniors hope to present demonstrations of various artistic techniques. Senior Talent Exhibits

An exhibit of the work of senior class artists, including sculpture, painting, photography, and other media, will be held in the Jewett Gallery and will probably remain after the festival itself. New this year will be guides who will conduct tours of the exhibit, explaining each work in order to give the viewer an insight into the nature of the individual artist's creative experience.

A second exhibit, in the library, will feature 370 papers, and individual departments may participate with displays of seniors' work. Evening Entertainment, Too

The Class of 1968 will present a potpourri of the performing arts both Friday and Saturday nights. This entertainment will include scenes from plays, musical numbers, and dance, in both serious and comic moods. All stage work and preparation will be done by seniors.

On Friday night the MIT-Wellesley Exchange Program Memorial Electric Jug Band will play in Jewett.

'68 and the Arts, a most ambitious project, promises to be a most exciting festival.



Woodcut by Anne Campbell '68 is one of many contributions by seniors now on exhibit in Jewett as part of '68 and The Arts.

## WELLESLEY NEWS

Vol. LXI

Wellesley College, Wellesley, Mass., April 25, 1968

No. 24

## Student Strike Schedules Educational Programs

The schedule for the Student Strike against the war in Vietnam, racism and the draft on Fri., April 26, is:

8:35-8:55 — Service of Thought — conducted by members of various denominational groups.

9-10 — Workshops I.

**Racism and Imperialism:** The material connection between the "little yellow dwarf with the knife" and exploitation of the ghetto. Allen Silverstone, co-author of MIT and the Warfare State, former member of the Oregon Democratic Executive Committee.

**History of US Involvement in Vietnam:** A brief look at the history of Vietnam, followed by a discussion of US involvement from the 1950's to the present

and of the philosophy behind our foreign policy. Philip Stein '68. **Literature and Politics:** A broad discussion of writers under political pressure and with political purposes or subjects. Joan Mannheim '68, Sue Ellen Teller '68, and Duncan Aswell, assistant professor of English.

**The Draft:** Discussion of the functioning of the draft in American society; the role of draft resistance in the anti-war movement; the relationship between the draft and racism; possibilities for summer work in draft resistance. Glen Hoffman, Boston Draft Resistance Group.

**Role of the Church:** Dottie Boss '70.

10-12 — Speakers and Discussion. Bill Hunt, Boston Draft Resist-

ance Group. New England Resistance "Billies of Resistance." Hillary Putnam, Harvard professor of philosophy, RESIST. "Is the War Over?"

Donald White, ABCD. "The Failure of the Poverty Program."

12-12:30 — Lunch.

12:30-1:40 — More Speakers and Discussion.

Norm Chomsky, MIT professor of linguistics, RESIST. "Political Role of the Intellectual and of the University."

Mark Solomon, Simmons professor of history, PACEM.

1:45-2:40 — Workshops II.

**The University and the Role of the Intellectual:** The relationship between the university and the government. What is the

function of the university and that of the intellectual in the university setting? Dencie Kurz '68 and Ellen DuRoi '68.

**Civil Disobedience:** There are various forms of civil disobedience, e.g. draft refusal, tax refusal, sit-ins. Does it work? Must it be non-violent? Does it seek reform rather than revolution? Mrs. Hillary Putnam, assistant professor of philosophy. **Angry Arts:** A review of anti-war art and contemporary photography. The value and effects of art as propaganda. Sigmund Abeles, resident artist.

**The Responsibility of Underground Media:** Discussion of underground media including the black and Puerto Rican press; their past, present and future.

Rob Perlman, New England Free Press.

**Racism and Repression: The Foundations for Fascism?** White reaction to violence in the ghettos, legislation, the politics of Orangeburg, Rap Brown's confinements, summer work against racism. Dan Mack, Field Secretary, Vietnam Summer.

2:45-3:40 — Workshops III.

**Electoral Politics:** Consideration of such questions as: Can an individual have any effect within the electoral system or outside of it? Who is the best Democratic candidate? How do such movements as the New Left and the Poor People's March affect the electoral system? Stephanie Judson '68.

**Workshop conducted by ETHOS.** Summer Projects for Students: Discussion of community organizing around the issues of racism, the draft, Vietnam and independent politics. Lists of projects this summer in Boston, Chicago and other areas. Vernon Grizzard, BDRG.

**Convulsions of a Sick Society:** Violence and racism as health problems. Noel Solomons, Harvard Medical School, national governing council of Medical Committee for Human Rights.

3:45-4:15 — All Campus Rally — How can we support ETHOS' proposals?

4:30 — Wellesley Community March for fair housing, fair employment practices, development of black economic and political power, study of our racial attitudes.

## President Names Three to Professorships; Announces Six Additional Promotions

Promotions of three members of the Wellesley faculty to the rank of professor, one to associate professor and five to assistant professor have been announced by Miss Ruth M. Adams, president of Wellesley.

To assume the rank of professor in September 1968 are Miss Jacqueline P. Evans, mathematics; Robert E. Garis, English, and Mrs. James J. Lynch Jr., Russian. Miss Geraldine F. Gauthier will become

an associate professor in the department of biological sciences.

Mrs. Robert J. McLaughlin in history; Mohammed Anwar Nawawi, H. Jon Rosenbaum and Edward A. Stettner in political science; and Stephen V. Tracy in the department of Greek and Latin will become assistant professors.

Miss Evans, whose field of specialization is complex variables, came to Wellesley as an assistant professor in 1956. A graduate of Vassar College she received her M.A. and Ph.D. degrees at Radcliffe. Before coming to Wellesley she taught at the Baldwin School in Bryn Mawr, Pa., Wilson College and Smith College. Author of a number of articles on mathematics, Miss Evans has been on leave during the year 1967-68 in order to prepare for publication of a textbook on introductory mathematics.

Garis who has been a member of the Wellesley faculty since 1951 has made the novel and drama in English literature his special interests. He has been on leave during the past year in order to write a short book on fiction. His book on The Dickens Theatre was published by the Clarendon Press in 1965.

A native of Allentown, Pa., Garis was graduated from Muhlenberg College. He received his M.A. and Ph.D. degrees from Harvard University. Prior to his appointment at Wellesley, while working for his doctorate, he was a teaching fellow at Harvard for four years and spent one year at the University of London as a Fulbright Scholar.

Mrs. Lynch, who is chairman of the department of Russian, joined the faculty at Wellesley in 1959 as a part-time lecturer in Russian. She is also a research fellow in

mathematical linguistics at the Harvard University Computation Laboratory. Before coming to Wellesley, she taught at Simmons College, Harvard University, Brown University and the Russian Summer School at Middlebury College.

A native of Yalta, Russia, she attended schools in Yugoslavia, Brussels and Vienna, and obtained the M.A. and Ph.D. degrees at Radcliffe College. On leave during the academic year 1966-67, Mrs. Lynch started research on the 17th century Pan-Slavic idea, concentrating on southern Slavs who have tried to convert Russia to their point of view. At present, she is working on a translation of early Franciscan history and ideas which

are connected with this project.

Miss Gauthier has contributed to biological research in the areas of animal physiology, ultrastructure, and cytochemistry. She is one of three scientists to discover a new hormone, thyrocalcitonin, identified in 1963.

Among her most recent publications are Cytological studies of fiber types in skeletal muscle (with Helen A. Padykula, 1966) and On the localization of sarcotubular ATPase activity in mammalian skeletal muscle, 1967.

Formerly, Miss Gauthier was both a teaching and research fellow in anatomy at Harvard Medical School, 1958-62, and before her

## Bryn Mawr Dean Heads Student Leaders Conference Agenda; Sixty Delegates Anticipate Active Participation in Workshops

Friday afternoon sixty members of the College community will assemble at the Craigville Conference Center in Craigville, Mass., to participate in Wellesley's first Student Leaders' Conference.

The students who received letters of invitation from Miss Ruth M. Adams, President of the College, are all elected leaders of campus organizations. College Government officials, House Presidents, VII Juniors, major organization presidents, and News editors will be participating in the three-day conference. Faculty delegates include Miss Elizabeth Blake, assistant professor of French, Miss Ann O'Connell, assistant professor of philosophy, Fred Denbaum, professor of Biblical history, Miss Phyllis J. Fleming, professor of

physics, and dean of the College in 1968-69, and Clifford J. Green, instructor in Biblical history.

Administrative representatives are Mrs. Margaret B. Marsh, dean of the class of 1971, Miss Maude Hazeltine Chaplin, dean of the class of 1971 in 1968-69, Mrs. Joan B. Melvill, dean of students in 1968-69, Miss M. Lucetta Mowry, dean of the class of 1969, Miss Virginia V. Sides, administrative vice-president, and Mrs. Eleanor M. Tenney, director of residence. In addition, staff members of the College Health Services, and Miss Jean Gluscock, Coordinator of special events will attend.

The Conference will commence Friday night with a keynote speech by Mrs. Dorothy Marshall, Dean of Bryn Mawr College. Saturday's agenda consists of morning work-

shops, directed by faculty and administrative delegates and focusing on Student Health, Residence, Religion and Student Services, the Communities of Wellesley College, and Extracurricular Activities. A general session, with reports from each discussion group will conclude the morning program.

After lunch, students will conduct workshops on student-designated topics (see editorial, p. 2) and report to a general session later in the afternoon. Sunday the delegates will meet in general session after a voluntary religious service. Miss Adams will preside at the concluding sessions of the conference, Sunday afternoon.

Student delegates held preliminary meetings this week to determine some of their objectives for the conference.

All members of the College community are invited to contribute a part of their lunch hour on April 26 to the writing of personal letters to their government representatives. These letters are to express whatever opinions their knowledge and conscience may dictate concerning the war in Vietnam, draft legislation, racial discrimination, poverty, the gold crisis and other national problems. This activity is independent of the protest "strike" scheduled for the same day.

A letter center, in rooms 124, 121 and the Index Board area in Founders, will be open from 11:15 a.m. to 1:15 p.m. on Fri., April 20. Stationery and the names and addresses of government representatives for the entire country will be available.

Those wishing to participate but unable to come to the letter center may call Ext. 362, during the lunch hour only, for name and address information. Students from outside the Boston area should send their addressed letter home in a covering envelope, for mailing from their local district.



# A Shrug Is Not Enough

On Thursday, April 4, Martin Luther King Jr. was assassinated. Since President Johnson's speech of March 31, the Administration has escalated bombing in South Vietnam. The newly proposed draft call-ups are the highest since the Korean War. As of this writing, preliminary peace talks have not even been scheduled.

Tomorrow is Friday, April 26. Tomorrow you will have to make a choice. Much discussion has centered upon the question of attending classes. While this is part of the choice, the real decision is whether or not you will commit yourself on the three issues—the war in Vietnam, racial oppression in the U.S., and the draft.

The critical examination of the international and domestic crises planned for the Student Strike is the beginning of commitment, not the end. Workshops will cite projects for action. Discussions begun on April 26 should continue. Interested students can form extracurricular seminars to study the issues further.

*News believes that each student should commit herself through action.*

## Memo to Conferees

The Student Leaders' Conference at Cragville has as its aims: "to bring important student leaders in touch with each other; to initiate communication amongst people charged with similar and sometimes overlapping responsibilities; and to outline in broad details the activity that each group can carry on in the best spirit of the Wellesley community; that is, to promote and maintain the best conditions for scholarly work, to promote and maintain the welfare of the community, and to promote and maintain sensitivity to the rightful exercise of individual freedom."

If these lofty goals are to be made manifest for the Wellesley College community in the forthcoming year, it is with a singleness of purpose that our student leaders must arrive at the Conference. This purpose must focus upon the educational excellence of Wellesley College.

News would hope that within the Conference will be communicated the students' recognition of Wellesley as an institution that offers, and from which they can demand, the finest liberal arts education. We would insist that the student leaders express their commitments to this education in their ideas for change.

Will students and faculty and the administration broach the topics of higher faculty salaries; of smaller class size; of greater interdepartmental work; of expanded extracurricular work; of less intense busywork, and more intent purposeful research; of fewer demands for daily work and more demands for a term of realistic learning? Will they discuss the extremely important potential benefit inherent in the Wellesley-MIT association, and consider the ramifications of a limited or an expanded cross-registration program? Will they suggest that, while SEC course evaluations may achieve some good in returning to the teacher the student's critique of his class, perhaps the instructor's superiors might also gain some know-

Different groups have planned activities to follow the Strike. Over the weekend students can canvass for McCarthy. On Monday there will be a teach-in against racism at Boston University (p. 4). Those interested in draft counseling can attend a new series of training sessions on Tuesdays. Wednesday night the Wellesley community group against racism will meet (p. 4).

A new organization, Wellesley Against Racism (WAR), is forming on campus (p. 4). Students interested in community organizations and in working with Ethos on their proposals can join this group.

There will be a week of programs and literature on the Southern Conference Educational Fund (SCEF)—one of the largest community organizations in the South, which is concerned with racism and poverty among poor whites. Students interested in doing community work can attend these activities.

Opportunities for action are being offered. You have no excuse for shrugging. "What can I do?"

ludge from these reports? Will they consider the plus-factors of a ungraded educational environment, as well as the implications of the limited Pass-Not Pass program? Will the conversation be sufficiently candid and honest for faculty delegates to verbalize the satisfactions and frustrations of teaching at Wellesley—to suggest what students must do as students to achieve a meaningful dialogue in and out of the classroom—to define their role as educators, and under what conditions (financial, academic), can this role be filled? Will they examine the labyrinth of academic rules and restrictions for their intrinsic value in furthering the educational experience—and propose to dissolve those that serve no such purpose? Will they acknowledge each other's responsibilities as educators and students—in all senses of both terms—and endeavor to work together in 1968-69 to meet their responsibilities with a continuing commitment to progress and excellence in higher education? Will they support plans for an extra-curricular experimental college? Will they investigate independence in a girl's education—and a flexibility that will permit more freedom in academic leaves of absence for a year abroad, or time studying in another institution? Will they not only make suggestions, but devise concrete proposals, and provide a workable medium for their implementation?

The Student Leaders' Conference, an unprecedented opportunity enthusiastically applauded by students and faculty alike, has great potential. We urge this weekend's delegates to define as their sincere and single purpose the promotion and maintenance of educational excellence at Wellesley, and to insist, not only upon "broad details" but also upon workable, concrete proposals and plans for their institution.

Have a good weekend.

## Ethos Proposes

News supports the work of Ethos as expressed in their letter to Miss Adams this week (see letter, this page). A well-researched list of proposals, this letter represents unprecedented long-term positive action by an interest group on the Wellesley campus. Clearly, the College must reevaluate admissions, curricular, and employment procedures with close attention to the Ethos letter.

We urge students to examine these proposals carefully, and to continue their individual exploration

## Proper Pleasure

News is pleased with the forthrightness of the newly promulgated list of parietal infringements and punishments. Now every "living room" hostess can meaningfully consider the consequences of such offenses as lateness and sigh-out omissions.

We call upon all students to re-examine their notions of morality and propriety in light of the

possible penalties for getting caught. News urges that a Wellesley woman think twice before she breaks the rule, allows a male to spend the night in her room, and thus commits "lateness." The penalty for lateness (first offense) is a "verbal warning."

Dare you brave the shame and rancor?

# The Reader Writes

## Ethos Writes

(Ed. Note: This is a copy of the letter sent to Miss Adams, president of the College, on Tues., April 23.)

To the editor:

As black students on this campus we feel that the immediate implementation of the following proposals is vital to insure the relevancy of a Wellesley education to contemporary American life.

1. Consistent with Wellesley's policy of geographical representation of students, ten per cent of the student body should be black.

2. The administration, faculty, and other employees of the College should also reflect the racial distribution of the larger community.

3. A departmental major in Afro-American studies should be established.

4. The presence on campus of a black psychiatrist is necessary.

5. A Martin Luther King, Jr. lecture fund should be established to lure black thought and culture to the Wellesley campus. This fund should be administered similarly to the Mayling Soong Foundation with a student representative from Ethos.

6. The Catherine Waddell Hughes Scholars program has proved of little benefit and this money should be used for scholarships for black students.

We are very concerned that Wellesley put these proposals into effect immediately and are willing to consult with you to discuss them and work with you towards implementing them.

Sincerely,  
Ethos

## City Recruiting

To the college community:

Ethos would like to make the college community aware of one of our activities, recruiting more black girls for Wellesley. During the spring vacation we talked with black high school juniors and sophomores in the cities from which we come. Along with giving them Wellesley publications provided by Miss Barbara Clough, director of Admission, we explained the position of a black girl on this campus and discussed other information relevant to the black applicant. Next year we hope to recruit in more cities and to hold a conference to encourage more black girls to apply.

Sincerely,  
Ethos

## Education Day?

To the editor:

Friday's proposed Student Strike has raised some interesting questions about the method of protest chosen. Why a Strike? Is it better to revolt against the system and disrupt it, than work constructively within the system? Eugene McCarthy objects to the war, the draft formula, and racism, but worked quite successfully within the U.S. political system to challenge it to change. Perhaps the strike committee should have considered McCarthy's tactics more carefully.

However the strike method was chosen so as to draw attention to the strike as a legitimate means by which any group may draw attention to its complaints? Does Friday's strike set a precedent and leave the college open to strikes and disruptions every time some group is displeased? South American Universities are quite familiar with the harm strike-happy students can do.

This strike is well organized and offers workshops for those who strike; therefore it could be called an exception. However too often exceptions become the rules. Not all strikes will offer alternatives to classes. The college is more than a political forum; it is an educational system that through learning teaches one to think.

It is this learning to think that is the most important aspect of

the college. A disruption of the educational system hurts the thinking person. There are those who claim that the very purpose of the strike is to make people think. But as stated by one member of the Strike Committee, "This is a partisan strike." Therefore all efforts are to make people think the "right" way. Is this really an effort to make people think or is it a form of indoctrination? How can people think when they are aware of only one side of the issues? But then as the same strike committee member said, "There is no interest in presenting opposing views."

Furthermore the strike committee assumes an air of arrogance when it believes it has the privilege of disrupting classes of others whether they agree with the strike or not (and disruption must occur or else the strike is unsuccessful). While the strike committee protests racism and proclaims the rights of the individual, it is ironic that it fails to practice what it preaches.

It is the justification and value of the strike, not the issues it protests, that are questioned. If the people wish to protest racism, the draft, and the war as three interrelated subjects, that is their privilege. What must be guarded against is abuse of this privilege.

Sincerely,  
Darcy L. Walker '71

## Parting Words

To the editor:

The fullness of time brings change in all areas; so it is with regret at our loss and pleasure at our gain that I tell you of changes in the administrative staff, beginning in 1968-69.

Miss Virginia Onderdonk, Professor of Philosophy, has resigned as Dean of the College and next year will be on leave. Miss Phyllis Fleming, Professor of Physics, has accepted the burdens and challenges of this office.

Miss Jean Crawford, Professor of Chemistry, has resigned as Dean of Students. She will be on leave during the second semester of the coming year. Mrs. Joan Melvin, who has been promoted to Assistant Professor of Biological Sciences, will succeed Miss Crawford.

Mrs. Maud Hazeltine Chaplin, Wellesley '56, who received her Ph.D. in History at Brandeis, will return to the campus as Dean of the Sophomore Class.

Dr. Elizabeth Veeder will be with us as a member of the medical staff of the Infirmary, but will hand over the administrative responsibilities of that area to Dr. Thomas Kelgley, Jr. Dr. Kelgley, the new Director of Health Services, has been a member of the college staff since January of this year.

Fortunately, we lose none of our friends with whom we have worked so happily over the years, for whom we have had the creative leadership that has determined Wellesley's quality. Wellesley asked much of them and v' granted much. They remain with us, freed of some of their burdens but still generous with their wisdom and creativity.

Those who accept administrative responsibilities do so in years of rapid change, of great complexity and of demanding circumstances. That they are willing to serve us in their varying functions is a testament to their devotion to the college, their courage in the face of inevitable trials, and their confidence and faith in the future. I trust I speak for Wellesley when I thank them for what they are willing to do and assure them of cooperation and support.

Sincerely yours,  
Ruth M. Adams  
President of the College

## Sign Here

To the editor:

My name was wrongly included (Continued on page 6)

# WELLESLEY NEWS

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## New Group to Combat Wellesley Racism *Now Speak Aloud*

One of the various constructive possibilities for future action that will come out of Friday's Student Strike will be the formation of a group consolidating the concerns of many of the existing organizations on campus. The new group, specifically, will replace Wellesley's Civil Rights Group.

WAR (Wellesley Against Racism) will be similar in program, and co-ordinate many of its activities with, BAR (Brandels Against Racism), SCAR (Student Committees Against Racism at BU and Simmons) and PAR (a national organization with its local office at 56 Boylston Street, Cambridge.

### Ideas and Manpower

Specifically, students in WAR will have special membership in the town of Wellesley's Fair Housing and Equal Rights Committee, run workshops in community organizing (both suburbs and poor white), contribute to efforts within the town of Wellesley to provide information, speakers and educational experiences relevant to racial issues, help in the organizing and conducting of a comprehensive survey of attitudes of Wellesley citizens, help work out the inequities which exist at the College and are maintained by present campus policy, maintain constant awareness of black leaders' programs and proposals, and supply manpower for any occasions which may present themselves for action in the above fields.

The first activity in which WAR will participate as a whole is the demonstration to be held at 4:30 Friday. Students and citizens of Wellesley will distribute printed copies of suggested programs to improve existing situations in the town and leaflets to publicize what groups of concerned citizens have already been doing.

### Continuing Commitment

Kris Olsen '69 reports that it is hoped that this demonstration will

## Greek Group Concert Seeks Aid, Support

The Boston Council for Greek Freedom will present a concert Sun., April 28, at 8 p.m. at Babson Institute. The Boston Council was founded this year by Ron Blake, a musician at the New England Conservatory of Music, and is working toward the restoration of constitutional government in Greece by attempting to help those artists and intellectuals who are being harassed by the junta government.

Blake was in Greece last April and observed and experienced the difficulties of Greek artists whom the government feels it must censor.

be "the first move in continuing committed action on the part of members of the college and the larger community to work together on crucial reforms." She urges all those interested on campus to attend the workshop on racism during the Student Strike on Friday. There will be campus-wide meetings the following week to summarize the outcomes of Friday's discussions and to work out future plans. Any students with questions or suggestions should contact Kris Olson in Freeman.

## Citizens of Wellesley Form Action Group Against Racism

by Susan Heinemann '70  
Concerned Wellesley citizens have formed a group to discuss racism in their town. Wed., April 17 college students joined these Wellesley residents to discuss various plans of action.

Eight committees considered different aspects of the problem: education, housing, employment, legislation, the Poor People's March, a study of racial attitudes in Wellesley, a newspaper reporting on group activities, and the relation between the College and the community.

### Fair Housing

The Wellesley Fair Housing and Equal Rights Committee, formed in 1958, has already acted in the town. Recent projects include sponsoring a summer seminar for 20 high school students from Roxbury and Wellesley, listing of houses for sale and assisting minority group families to see them, meeting with realtors to discuss the Fair Housing Law and sponsoring the month-long exhibit by ETHOS at the Wellesley Free Library.

The group plans to continue this work and to investigate further why Negroes are not moving into Wellesley (at present there are 13 black families).

### Education and Employment

The need for classroom study of urban and racial problems was discussed by the education committee. They plan to examine the textbooks used and to determine what they believe should be taught in the school.

Fair employment practices in Wellesley and the raising of capital to develop black economic power in Roxbury were the concerns of the employment group. Contributions were collected for the Poor People's March. Investigation of possible legislation for the poor was another project.

### March

A march to publicize these activities and to demonstrate the group's concern was proposed. The march will be on Fri. April 26 at 4:30 p.m. The College will join the community at the main College gate and march to the town.

Another meeting of the group is scheduled for Wed. May 1 at 8

## Striking Denies Commitment

By Miss Ruth M. Adams

President of the College

(Ed. Note: Miss Adams was asked by the editors of News to submit to News and to the community her attitudes about the April 26 strike.)

Thank you very much for your invitation to express through the columns of News concepts of and alternative approaches to the pro-

posed strike on April 26.

Let me begin by saying that my concern about the tragedy of the Vietnam war, the tragedy of the tension between races, the tragedy of the plight of our cities is as intense and deep as that of the most enthusiastic supporter of the strike. Nevertheless, I believe that striking carries in an inappropriate fashion the curse of negativism. To strike one's faculty and one's classes, no matter how much one protests to the contrary, is overtly an act against education. It is a denial of the value of the educational experience, a denial of what I believe to be the common commitment that holds an educational community together, training of the mind, a training which is arduous and demanding, yet happily re-

warding. Not to go to class is to turn one's back on that commitment. Not to teach a class is to turn one's back on that commitment.

I believe, however, that it is possible both to voice our proper concerns and to meet our primary commitments, if we are willing to sacrifice. We must be ready to give up our free time to our concern. We must be willing and able to demonstrate to each other and to whomever may be interested in our behavior that we have the stamina and the austerity to carry on with our educational commitment and, in addition, to protest the war and the circumstances that produce such radical problems here at home.

(Continued on Page 12)



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# Lindsay Calls For Continuing Student Political Action

by Ann Sherwood '69

"The Youth of the Nation are the Trustees of Posterity" according to Benjamin Disraeli. John V. Lindsay, in a speech to students in Harvard's Sanders Theatre Saturday echoed the sentiments of the former British Prime Minister. The occasion was Lindsay's selection as Man of the Year by the Harvard Young Republicans. The topic was the Report of the President's Commission on Civil Disorders, of which the New York City mayor is a co-author. And the appeal Lindsay made was to the students, students who, he said, "have stunned the professionals in the country with the results in New Hampshire and Wisconsin."

"It may be," he continued, "that historians will choose to write about this period in terms of the uncertainties as the chief places of political foment . . . and change."

**Traditional Channels**

In a country he termed "close to total despair, deeply discouraged, and deeply embittered," Lindsay remarked that there still exists the capacity for change and

dissemination. He pointed to students as those who are keeping America's promises alive "by directing their energies and talents into the traditional political channels."

The assertion of the Kerner Report, that America is moving toward two separate societies, black and white, separate, and unequal, based on racial attitudes, was made, according to Lindsay, "exactly and honestly" in the Commission's attempt to define "what the problem is in America."

**"All Too Real"**

The death of Martin Luther King and its aftermath in the cities of the nation "seemed to make the Report all too real," he said. "Politicians who had denied that the assertion was so began to feel it was 'safe' to make such assertions now."

"We had hoped that the report itself would end the debate, that its candor would force honesty in meeting the problem."

"What happened in the aftermath of the death of King was genuine and profound. There is no time left for promise or variation

debate without delivery. The Commission's Report demanded delivery," he insisted.

**Delivery Time**

Sirking at the still-reluctant politicians, the mayor argued, "we will not relieve the tensions of the American cities with vague calls for a searching of hearts . . . The Promise is clear and it is unmistakably spelled out. It is time now for the performance and the delivery."

"There is no simple solution to the problem of our cities," Lindsay acknowledged. "They must be dealt with in human terms with humane commitments." He warned that the causes are beyond the means of any single person to correct, but cited the specific injustices enumerated by the Report: jobs and legislation. And he insisted that failure of Congressional enactment indicates a failure of such legislation to gain the support of the majority of White America.

**White Cities, Too**

Lindsay, again emphasizing the message of the Report, reminded

his audience that "the crises of the cities is a crisis for white men, too."

"Tanks, guns, firebombs, and the like cannot work in America just as they have not worked in Vietnam," he pronounced. The applause which followed was significant, and he continued as he later added, "The price we pay in Vietnam is directly related to the cost in our cities."

**Summertime**

"In our cities," Lindsay concluded, "it is almost summer again." He reported his feeling that last year's student causes were without leaders, and offered no course of action which could make much difference. "But this year," he continued, "you have given the nation new hope." He cited that students in New Hampshire and Wisconsin, those who are reading and believing and acting upon the Kerner Report, and those who have lived with the tragedy of Memphis.

"This is a time," he insisted,

"for independence and courage, and leadership. Those who do what must be done will be elected by overwhelming majorities."

"You must demand more than you have gotten so far, until America comes home again."

Lindsay's speech was marred only by the presence of a tone heckler in the audience who was quickly removed. Students reacted in an approving, enthusiastic manner to the mayor's speech. Their approval was bathed in an awareness of his accomplishments in New York as recently demonstrated in his ability and willingness to walk the streets of the City to quell the profound tensions of early April.

At the same time, there existed a sense of restraint among the students to whom he made his directly appealing and honestly congratulatory speech; it was almost as if they wanted to preserve their enthusiasm and perhaps their judgment for a time four years from Saturday.

## Republican Congressional Candidate, Malcolm Peabody Jr., Speaks Tonight at Babson Seminar on Youth in Politics

Speaking on the "Role of Youth in Politics in a Changing Environment," Malcolm E. Peabody, Jr., Republican candidate for Congress from the Third District, will address Wellesley and Babson students in the Foote at Babson tonight at 7 pm.

Peabody has made several positions on his campaign staff this summer available to college students as full time, unpaid intern-

ships.

National and local Republican leaders will hold evening seminars in campaign unit administrative techniques for the interns, who will hold such positions as publicity head, administrative assistant for canvassing, and liaison to the press.

**Worked for Rockefeller**

A graduate of Harvard and Harvard Business School, Peabody has been active in poverty and civil

rights programs. From 1960 to 1962 he was a member of Governor Nelson Rockefeller's administration as Executive Secretary of the New York State Commission against Discrimination and as Assistant to the Commissioner of Commerce.

Returning to Massachusetts, Peabody joined the Boston Redevelopment Authority where from 1963 to 1966 he specialized in housing for minority groups and coordinated summer work programs using college students in housing rehabilitation. He also acted as Chairman for the Governor's Advisory Committee on Civil Rights in 1963-1964 and the Special Legislative Commission on Low-Income Housing from 1965-1966.

Presently he serves as a director of the Citizens Housing and Planning Association and of Opportunity Industrialization Center, a program to train and employ persons in the South End and Roxbury. Peabody also is a member of Attorney General Elliott Richardson's Advisory Committee on Civil Rights.

Free transportation to hear Peabody discuss peace, poverty, and civil rights will leave Founders Parking lot tonight at 6:40. Anyone planning to go should contact Rhea Kemble in Tower Court West.

by Ann-Marie Connolly '70

"Keep Smiling" is the sign on Joan Entmacher's door — right under the "McCarthy for President" sticker. Inside is not the handwagon expected — only one green "McCarthy" on the mirror. The room could belong to any of us, except for six weeks last term it was vacant. Joan was a research assistant for Richard Goodwin, press secretary to Sen. McCarthy. Her original intent was a two week leave — a poll-see field trip. She got a dean's slip, postponed papers, and signed out. By the end of the New Hampshire primary, however, she had become an integral member of the press operation and it was "On Wisconsin."

To stay in the campaign Joan had to withdraw from Wellesley and risk re-admission. She is now an exemplary advocate of a more liberal administration policy on leaves of absence.

**Political Classroom**

"Academics do not often excite you to your full capacity," says Joan. "I was never more fully alive, and when I came back I brought a new excitement to my work." She was changing into a psychedelic print dress and banding her long black hair on her way out.

"The tension, the pressure of working twenty-two hours a day, the excitement of watching a campaign grow were much more valuable to my understanding of electoral politics than sitting in a classroom discussion."

Joan's chief responsibility was releasing rough drafts of McCarthy's speeches to newsmen before their deadlines. "At first I made them nervous because I was so young," Joan remembers. But she managed to calm the cynical reporters with her efficiency. In addition to getting out press releases, she worked setting up interviews and TV and radio broadcasts.

In New Hampshire this public relations was handled by four people with two typewriters in one room. By Wisconsin forty-two professors and professional typists had taken over.

**Wit and Humor**

I asked Joan if the Senator himself had changed as the campaign quickly gained momentum. She replied, "The Senator still speaks with that low, intellectual tone. He has gained a lot of confidence however which is evident in his speaking and in his general style." She added, "His wit is real and his sense of humor is constant but he is always aware of the seriousness of his goal."

Joan cited the night of Johnson's withdrawal announcement "All the workers were ecstatic, the newsmen were in a panic, but the Senator himself was very cool and contemptible. I think he could really see himself as President for the first time." She made a point of avoiding Kennedy words such as ambitious or opportunistic.

Joan, herself, didn't want to project beyond the primaries.



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# Freshman Seminar Probes Purposes of Education

by Sue Wing '71  
What is the purpose of a college education, and how can the

freshman year, particularly, help a study seminar recently initiated to implement this purpose? These by nine members of the Wellesley questions are the focal points of Class of 1971. The idea for this

inch can politicians make the improvements they are seeking. examination arose, because, according to Joann Lawless, a member of the group, "We wanted to discuss, not just gripe about, problems and questions that had come up at the lunch table, in afternoon bull sessions, etc. during the year."

The idea of an actual freshman seminar was greatly encouraged by SEC president Linda Baron '70 and Miss Claire Zimmerman, professor of psychology. Miss Zimmerman is the advisor to an upperclass seminar studying the psychology of higher education.

## Flexibility of Focus

Last Thursday, at the first meeting of the freshman seminar, the students, Joann, Lesley Coulton, Aneke Fradley, Nancy Ryan, Liz Rudman, Missy Silverman, Genevieve Steele, Sue Wing, and Ann Shalleck, with Miss Zimmerman and Mrs. Ingrid Stadler, associate professor of philosophy, met to discuss seminar goals. Out of this meeting came several guideline ideas: first, that the study should be sufficiently flexible to allow the students to choose the books to be read and the topics to be discussed, as interests emerge during

each meeting. The second suggestion insisted that the seminar should take advantage of outside resources, talks with upperclass seminar students, and faculty members, and include special reports by seminar members on related topics, such as student activism, and dialogue between science and the humanities, or the historical role of the university.

## A Student and His Studies

Finally, the group decided that the seminar members would make an attempt to consider the complex relationship between the student, particularly the freshman, and his studies. Accordingly, *The Student and His Studies* by Esther Raushenbush, has been chosen by the students as their first topic of discussion.

As Joann explained, to open the seminar, "We're frustrated freshmen, and we want to do something about it. Just our discussions, in small informal groups, in a course we design ourselves, guided by faculty members and directed by relevant books, will be a meaningful culmination of freshman year."

## 'Women in Politics' Panel Offers Lively Perspective on Power Air Views from HEW, the FTC, Senate, Massachusetts House

by Margie Henkels '70

Actively participating in power decisions, dealing with the realities of money, campaigns, bureaucracy and inevitable compromise: a four-member panel presented lively perspectives on aspects of "Women in Politics" April 22 in Alumnae Hall. Wellesley graduates comprised three members of the panel, held in honor of the twenty-fifth anniversary of the Wellesley Internship Program and moderated by Alona B. Evans, professor of political science.

### "Nobody to Blame but Yourself"

The first speaker was former Senator Maurine Neuberger (Democrat, Oregon). Senator Neuberger is now teaching at Boston University and the Radcliffe Institute. She is also serving as an advisor to the Arms Control Board and the Food and Drug Administration. She is chairman of the Council on the Status of Women. She said, "The hardest thing about being a women legislator is getting elected." After you are elected, though, there is "nobody to blame but yourself if you're not successful".

### Commission Viewpoint

Mary Gardiner Jones, Wellesley '43, is a graduate of Yale Law School and is now a member of the Federal Trade Commission. Miss Jones presented a very different viewpoint because the Commission is a law enforcement agency and is "a creature of Congress". For example, the Commission is responsible for administering the false advertising laws. One of the Commission's recent acts was to make real estate agents comply with open housing legislation in obedience to fair advertising laws. Miss Jones explained the role of a regulatory body and its relation to Congress, the President, and the rest of the government. She said that the Commission is "politically lonely" and that this makes it difficult for the Commission to be as responsive and innovative as she would like.

### Where Change Happens

Carol Herzman Fishman, Wellesley '63, plays a different kind of role in government. Mrs. Fishman works in the Division of Compensatory Education in the Department of Health, Education, and Welfare. She is an administrator and has worked in the areas of school desegregation and educating poor children. Mrs. Fishman said

that her constituency is Congress and the school administrators. She said that though she is happy working at the federal level, there is much to be said for local work. She said she sometimes feels "frustrated by not being able to do something concrete for one person or two people." "The change really happens at the local level," she said.

Janet Howle Starr, Wellesley '40, is a member of the Massachusetts House of Representatives and is campaigning to be a delegate to the Republican convention. Mrs. Starr explained why she finds politics exciting. She said she always heard women talking about wanting to help people. She feels that this is valuable, but that we should realize that "politics is going to do a lot more for you than you'll even do for other people." Mrs. Starr stressed the fact that "90% of the people at Wellesley

are just like you" and that politics gives you a chance to know people who are really different. "Politics helps you see your own silhouette" and "forces you to reevaluate yourself and your ideas," Mrs. Starr said. Politics gives you a chance "to decide what is to be done."

### Role of Compromise

The panel agreed that the most important thing for a woman who was trying to become involved in politics was "to overcome her prejudice against herself" as Senator Neuberger said. They also seemed to agree that there was no great conflict between a woman's role as a wife and her role as a career woman.

The panel agreed that compromise was crucial in progress in any area of government and politics. All the panelists emphasized the fact that "a little step is better than no step at all." Only through patient work and gaining inch by

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## The Reader Writes...

(Continued from Page 2)  
among the group of names listed on page two of the March 28 News is favoring the student strike planned for April 26.

What I actually endorsed was the proposal that faculty and students meet their classes on April 26 and write their Congressmen of their views, thus "working for political objectives within the framework of the law and the Constitution."

I hope that you will print this in the next issue of News.

Ellnor Gillilan  
Director of the  
Development Fund

### Anti-Racist Move

We call the attention of the community to the newly-formed college organization, Wellesley Against Racism, to be composed of interested students and faculty. We also endorse the proposals drawn up by Ethos and printed in this edition of News. We urge that the faculty support and the administration adopt these legitimate proposals, which will be formally presented at the campus rally preceding the march to the town of Wellesley tomorrow at 3:45 p.m. As members of the committee against racism in Wellesley town, we would also urge all members of the college community to

join the Concerned Citizens' March. The purpose of the march is to dramatize the specific programs and goals of the committee: fair housing in Wellesley; fair employment practices by Wellesley College, citizens, and merchants; study of urban and racial problems in Wellesley; support of the Poor People's Campaign and of legislation for the poor; encouragement of political and economic power in the black community; and examination of racial attitudes in the suburbs. The march will attempt to bring together representatives of all groups and institutions in the Wellesley area who are concerned about racial justice and to prepare for future concerted action. Any member of the faculty or administration interested in joining the town committee should contact either of us soon. Town members of the committee are very eager for participation by members of the college community, and one benefit of the college's participation in the march will be to demonstrate our willingness to cooperate with the town in confronting the problem of racism. Duncan Aswell, assistant professor of English  
Stephen London, instructor of sociology

### 'Fulsome' Motives?

To the editor:

After a brief acquaintance with the College, I considered most Wellesley students most attractive. I was surprised to find that some of their professors (Aswell, Elster, Haring, and Stratton, in the News, March 28) refer to them as "fulsome" (offensive to sense, appetite, or moral or aesthetic sensibility; disgusting; offensive from insincerity or fakeness of motive - Webster's Seventh New Collegiate Dictionary). Or was this your proof-reader's opinion?

Mrs. David Lester  
Department of Psychology  
Wheaton College

enjoying our vacations. We have every right to be concerned with the immediate circumstances of our personal lives. In our peaceful community, however, we can easily fall to move beyond self-concern.

I know that many of us realize the tragedy of Dr. King's death. But do we realize how many people have been spiritually assassinated by our present society? Many of us were also frightened by the hatred - against us - which erupted in black communities. How many of us realize that black Americans have feared racial hatred for four centuries?

Undisturbed by crucial problems, Wellesley operated for the most part on a status quo basis. Our larger society cannot. We are citizens as well as students. I hope that Wellesley students will think of themselves as members of a very troubled society, examine that society and their own attitudes, and become committed to social change. Elizabeth Michel '69

### Chapel Comments

To the editor:

I attended the Memorial Service for Dr. King tonight and was distressed by several things. The first thing I noticed was the poor attendance, but considering the service, I can't say I blame people for not going. The service was poor. It was religiously inappropriate for a large number of students - as many of Wellesley's services are. Nothing in it made you think. It would have been easy to sit through the funeral part of that service feeling self-satisfied and smug. The short excerpt on Dr. King didn't exactly hit. It is a poor reflection on Wellesley if this is the best we can do. It also says something about Wellesley that the only relevant, important thing said was said by a student after the service. Let us not remain a part of the complacency we see. Follow the urging of this student and others; sign Mr. Zimmerman's letter.

Sincerely,  
Sue Irving '71

### Call for Concern Praise from Brazil

To the editor:

At the very end of last term, several other students and I were watching films of fires and looting in Washington on the evening news broadcast. I was rather disturbed when a girl entered the room, asked with some giggling whether Washington was going to be a "not very good" place for her to be during vacation, and soon left. Provoked by this small incident, I began to think about the impact of the recent racial violence on the Wellesley community. During this violence, most of us were involved in exams and papers and then in

To the editor:

I just thought you at Wellesley would be interested to know that news of the hunger strike in protest of the War in Vietnam has reached the small city in Brazil where my husband and I are serving in the Peace Corps. I was really delighted and proud of you all. It is very frustrating to be away from the United States in Election Year... I wish I could be out campaigning for McCarthy. Congratulations on the strike! (At the moment, all the Brazilian University students are on strike too, protesting the military dicta-

torship here which severely curbs their freedom.) I hope you will be out campaigning hard (for McCarthy); I wish I could do the same!

Sincerely,  
Judy Foreman Fowler '66

### Striking the Strike

To the Editor:

After the Day of Conscience meeting last week, I got thinking about the emphasis which had been placed on ways in which this coming Friday's protests are to be educational. Why not, then, declare the day a college symposium, cancel classes officially, and make events a legitimate educational experience for all? Three reasons why this is unlikely to happen are as follows:

(1) A symposium is usually held for something; it has a positive goal. Friday's activities are to be directed against U.S. policies in several areas.

(2) A good symposium has one central subject, or purpose to which other topics may be related. A symposium could be held on Vietnam, for example, with discussion on the draft and racism in relation to the Vietnam situation. But a symposium emphasizing all three topics would be rightly criticized as under-defined, and over ambitious, especially as a one-day affair.

(3) An educational symposium provides a meeting ground for many different points of view. A college symposium whose participants all favored the same side of the controversial issues under discussion would be offering propaganda, not education. The program so far proposed for April 26 suggests a strong bias in the facts and opinions to be presented.

These three reasons why Friday's manifestations must be a strike rather than a symposium are also reasons for concern about (1) its negative approach; (2) its unclear purposes; and (3) the proselytizing which is thus permitted under the guise of education. I urge faculty members who are thinking of cancelling classes because of the "educational value" of the day's activities to have some second thoughts.

Sincerely yours,  
Elizabeth S. Blake  
Assistant professor of French

### Exchange Day

To the editor:

I was dismayed to read in the March 28th issue of Wellesley News the letter to the editor of Miss Lorraine Ann Wells in which, after a detailed description of her experiences at MIT on Exchange Day, she summarized her feelings with the statement that "I, personally, was not impressed, either by the calibre of students or of teaching. I was impressed by the sheer volume of knowledge daily dumped by many unquestionably brilliant professors on hordes of unkept, uninterested and uninteresting boys in one of the largest concrete jungles in the world."

In spite of her very facile condemnation of MIT as being a "concrete jungle," Miss Wells does raise several very valid questions which are worthy of response. She states that she attended an "upper-level engineering course," a lecture; that only two questions were asked during the 50-minute period; that they were "summarily dismissed"; that the professor seemed unconcerned and uninterested in the class; and that his only real interest seemed to lie in the material presented. I don't doubt the veracity of this account at all. There are, however, several reasons for this lack of questions, this lack of dialogue concerning the material, which to her must seem to be indicative of a general lack of intellectual interest.

Perhaps the main reason for these failings was brought out by Miss Wells in her comment on the huge "volume of knowledge daily dumped" on the students here - there is so much for the professor to present and for the student to

other simply does not know the material well enough on its initial presentation in lecture to ask an intelligent question. For the material does not relate to every day life as would information presented in a humanities or political science lecture. The student can not sit in lecture and compare what the lecturer says to previous knowledge of the same specific subject - such knowledge is for the most part non-existent. Thus he is forced to sit in his seat trying to understand what the lecturer is saying while copying what is being written on the black boards as fast as possible before it is erased. It is extremely difficult to understand fully all that is said in lecture for the simple reason that there is very little verbal pattern which would normally allow the mind to come down off the high level of abstraction and rest for a few seconds. Thus the student will most likely be able to respond only in vague generalities to questions concerning what was presented during lecture even if asked nearly immediately afterwards. The main learning process for technically oriented courses occurs during the hours the student is studying the text and working on the problem sets. It is there and then that he receives the necessary background to find out specifically what he does not understand and to ask questions during recitation or tutorial. If one is in search of courses here at MIT in which dialogue does occur in the classroom rather than merely in tutorial, I would suggest one of Huston Smith's courses on eastern religions, Chomsky's Intellectuals and Social Change (21.9951) Teuber's Introduction to Psychology (9.001), or one of the other many humanities or political science courses.

Miss Wells, in her experience at MIT, has attained a quite fundamental understanding of what the science of engineering is, and what it is not. Because it is so basically different from that which she is exposed to at Wellesley, I am not surprised by her consternation, but I would suggest that general condemnation of such studies (and of the institutions which foster them) because they are different is unintellectual and indicative of a certain double standard applied to the entire general body of man's knowledge. This double standard, it seems to me, is anti-intellectual in nature and therefore it is distressing to see it evidenced in students at such an institution as Wellesley.

As for her comments regarding the people she encountered while here I can only say that again I am not surprised. The fact that there are many such people of the type she reported here is made quite obvious every day. Thus if one deems the avoidance of such people more important than the knowledge to be gained here, I would recommend abstention from coming here. Such people are, however, in the minority, and if one can come to ignore that minority, then I am sure the learning experience to be found here will be quite rewarding.

Thus, with respect to Miss Wells at least, I would hope that she would reevaluate and reexplore that which might be gained on the Other Side. I have faith that her efforts will be most cordially received by far and large the majority of us here.

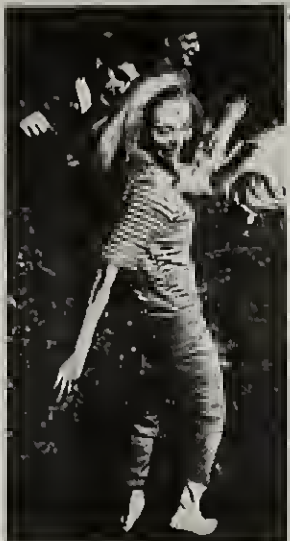
Sincerely,  
Don Edwards, MIT '70

### All the Answers

To the Class of 1971:

Where is the dorm? Where is the Furniture Exchange? What are the good stores? How does the MTA work? Do we have to go to all of these meetings? Ask who? Ask Me.

Next year's Ask Me's will have the fun task of welcoming the Class of 1972. The Ask Me's role is to communicate a real feeling of enthusiasm, reassurance and stability to the freshmen - who are often bewildered by the numerous meetings, buildings and



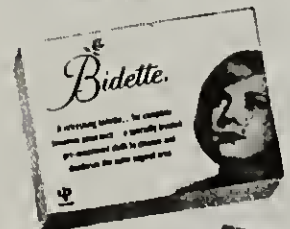
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# Keynote's One Issue For Year - Success in Scope

By Barbara Furne '69

Keynote, Spring '68, has appeared and with it a reaffirmation that college literary magazines can produce an issue that combines many forms of art harmoniously and purposefully. With the intention of seeking "the color of a name," as Joyce Kilmer '68 seeks in her poem that introduces the issue, "Keynote" to explore varieties of art — in photography, etchings, wood-cuts, sketches — and of writing — in poetry and short stories, and music.

Frances Ferguson '69, editor, commented that the magazine exhibits "consistent high quality." For the most part, this is true. Especially in the poetry published, the Critic Board deserves praise for their choice of a wide range of techniques. From the experimental verse of Mark Mendel, a student at Johns Hopkins University, who in "For Charlie Chaplin" accomplishes with a clever, light but intensely penetrating touch, lines as "simple as Simon/complex as lace/who dusts his lapel/w/renaissance grace" to the smoothness of Ann Swahnberg's translation of Baudelaire's "Song of Autumn," the issue touches many views of the artist and his art, and the artist's message through his art.

From Outside Wellesley

Besides Wellesley students' material in Keynote, there are members of the faculty, and contributors, who come from other colleges. In this way, too, Keynote has attempted to gather a more representative sampling of the arts today.

James Scully, who read here earlier this year, develops a "mid-summer night's dream" in which he shapes Shakespeare's characters with the added recognition that "We're voyeurs/tricked with visions." Love is a balance between the false shining happiness of Theseus and the love-making of Black Plague victims in their own graveyard. Scully writes that "love runs mad in a wood," and his poem runs lightly but at the same time cynically through its lines.

Barry Spaeks, husband of Mrs. Patricia Spaeks, associate professor of English, whose poetry will appear in his book *The Company of Children*, published by Doubleday & Co., produces in "On the Death of Giacometti" the ultimate frustration of the artist always perfecting his artistry, with the realization that perfection is not to be attained. The poem is strongly written, with Spaeks' awareness of one artist's compassion for the pain of creation for all artists.

David Luper, of Yale, Michael Wolfe, from Wesleyan, and presently editor of *Albion*, a national poetry magazine, and Gene Landy, from MIT, represent three distinct styles of poetry, from heavy verse, descriptive verse, and verse about verse. Although their poetry does not succeed in the perfection of phrasing, their poetry is good.

Wellesley's Work

There is a gentleness in Cheryl Lawson's "On Reading a Hidden Letter" which she conveys well by lines that flow softly, syllables of words ending on a low pitch. The rhythm reflects the very understanding between the girl and her boyfriend's mother, a feeling sustained through the poem.

Alissa Bixon '70 contributes prose and poetry: the well-constructed story "Mummy, Ain't You Never Gonna Tilet Train Me?" and her poem "The Function of Hands a Year after Parting Friends" show a mastery over both art forms and an ability to use words in lines that become memorable, such as "And between what was, what was to be understood, we have learned the difference."

Linda Miller '68 writes *Specimen*, a short story, with a richness in her choice of words that almost overwhelms the reader. She truly tries to capture the space between words "spoken" and "written" — and "thought." The art work complements the written in a careful, but natural, plan. Susan Revolskle's drawings are at one time as delicate as the glassware she draws, and as sure as the ketch of a boy seated. Nancy Eyster's imaginative photography, art work by Helen Bush, Anne Campbell's strong, boldness in her woodcutting, and Alvia Wardlaw's cover picture, portrays moods that reach beyond the usual in their art forms.

Faculty Work

Robert Plisky's "Songs on the Way Home" are meditative variations of mind's melodies, being created, being recalled, or lingering in "feeling's music" which "In this note seems contained." The structured quartet and his use of classical imagery point out the joined statement of immortality within man's mortal limitations as poet.

Mrs. Patricia Spaeks' essay on college poets and poetry is an astute entertaining view of the current state of young students' "messages" and the interesting differences between the species of male and female poets.

Support Needed

Frances stated that to "breathe even" Keynote must sell 100 copies, due to the expenses in printing, and the size of the issue, will be the only issue to appear this year. The 1967-68 Critic Board members were Cathy Wells '68, Joan Manheimer '68, Pam Melneus '69, Cheryl Lawson '69, Ann Petty '68, Grace Boynton '70, Betty Ryan '70, Caldwell Hain '70, Diana Salem '70, Alissa Bixon '70 and Deborah Hudson '70. The assistant editor was Jule Kaufman '68, and the faculty advisor, Mr. Barry Phillips. Staff member has issued a very vital magazine. Hopefully Wellesley's support of the issue will enable future Keynotes to achieve similar successes.

## Illustrious Selection of Players Gives Impeccable Performance

by Sue Clani '68

In the greater Boston area, a gathering of local musicians is apt to include some of more than local esteem. The chamber players who performed in Jewett Auditorium on Sunday evening, April 21, were an illustrious grouping of members of the Boston Symphony Orchestra, the Boston Philharmonic, and the Brandeis University faculty.

The concert became increasingly enjoyable as the evening progressed. The first part of the program was, to say the least, a period of warming-up. The strings opened with three Purcell Fantasias. The interpretation suffered from an over-emphasis on the sighing quality of the motifs, though Eugene Lehner's strong delivery penetrated the heaving texture to advantage. As winds and piano joined in for the Stravinsky Septet, problems in balance accompanied them. Felix Viscuglia's clarinet was in but often not with the ensemble, and the Jewett piano, owing to its unusual timbre, lacked a clear percussive sound.

The second part of the program was devoted exclusively to Schubert's *Orlet in F Major, Op. 166*, a work of considerable duration yet far from tedious. The music, in itself so delightful, was most enjoyable in its performance, individually and in ensemble, the playing was not only impeccable, but exciting. The strings were beautifully attuned to each other. Goldman and Lehner, second violin and viola, inter-reacted like Siamese twins.

One could have wished, beyond reason, for a bass solo for Joseph Hearn, who, despite his youth, is a seasoned musician. Madeline Foley's cello was more expressive than seemed his wont. Robert Kniff, first violin, has a flair for rapid passage work, and his sure intonation was particularly appreciated in some of the fourth-movement arpeggios. The prominent role of the clarinet in this piece was not to be regretted. Viscuglia displayed a control and sensitivity which the beginning of the evening had not anticipated. The other winds in this interesting combination, Ralph Pottle, horn, and Ernst Pienka, bassoon, also seemed to enjoy the Schubert, though the music did not always favor them.

## President Names Three To Professorships . .

(Continued from Page 1)

appointment to Wellesley in 1964, was an instructor and assistant professor of biology at Brown University. She received her B.S. and M.S. at Massachusetts College of Pharmacy and her A.M. and Ph.D. at Radcliffe College.

A graduate of Wellesley College, Mrs. McLaughlin received her M.A. at Radcliffe and her Ph.D. from Harvard University last year. A specialist in medieval and renaissance and reformation history, her doctoral research was on *The Brethren and Sisters of the Free Spirit*, an heretical movement in the German area between the thirteenth and fifteenth centuries.

Nawaw's fields of specialization are comparative politics, Indonesian politics, labor and trade unionism in Indonesia and Asia. A native of Palembang, South Sumatra, Indonesia, he attended the Moslem University in Djakarta, and was graduated from Brandeis University in 1963. He received his M.A. from Princeton University in 1965. Before coming to Wellesley he was an assistant in instruction at Princeton.

Rosenbaum has specialized in Latin American government and political development. A graduate of the University of Pennsylvania, he received his A.M., his M.A., and his Ph.D. at the Fletcher School of Law and Diplomacy.

Before coming to Wellesley in 1967, he was a teaching assistant at Tufts for two years. He held a Fletcher School Fellowship and, from 1956-67, a Shell International Fellowship for research in Brazil.

Stetner specializes in European political theory and American political thought. At present, he is working on a book of the political thought of Herbert Croly, first editor of *The New Republic*.

A graduate of Brown University, Stetner received his M.A. and his Ph.D. from Princeton University. Tracy, who just received his Ph.D. from Harvard University,



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# Clark Reflects on Vietnam War, Prospects for Peace

Bronson Clark, a member of the American Friends Service Committee, spoke on "Reflections on Vietnam" Tues., April 16. This speech was a part of the Academic Day of Conscience.

Clark, an Oberlin, Ohio, businessman, has served in China, Africa, and Vietnam in various projects of the Friends. He has just returned from a tour of Southeast Asia.

## Vietnam Conditions

Clark told about the conditions, both political and military, that he had seen in Vietnam.

He began by giving some of the activities of the United States in other countries in the area. He said that the US has turned Laos into a training camp for Vietnam,

but the US denies it. He claims that four-fifths of the Laotian economy is dependent on the US. Clark said that the US supported a junta which overthrew the Thai government in 1958, and there has been no free press in the country since then. He also claims that the US is training Cambodian troops for a civil war, during which the US will invade Cambodia.

## War Widening Fast

He then began to tell about the war conditions he had observed in Vietnam. He said that the war is widening fast. In one year, Clark said, it will be impossible to "pick up the pieces."

China is supporting North Vietnam with logistical troops. Manpower is no problem for her. Re-

cause China will not let North Vietnam fall, the war may end as a nuclear war with China.

## Isolated Intelligence

Another problem is isolated intelligence. Even large North Vietnamese troop movements are sometimes unknown. The North Vietnamese are also infiltrating South Vietnamese intelligence.

The Vietnamese who are against the Vietcong and the National Liberation Front have fallen away from us. The Buddhists, who say they are nonviolent, have been put in jail for their views. The intellectuals, who could possibly do the most good in helping their country together under a free government, have also been imprisoned.

The hill tribes, who were once loyal allies, are becoming less reliable as they are treated badly as refugees. And finally, the Catholics have turned against the US.

## Domestic Opposition

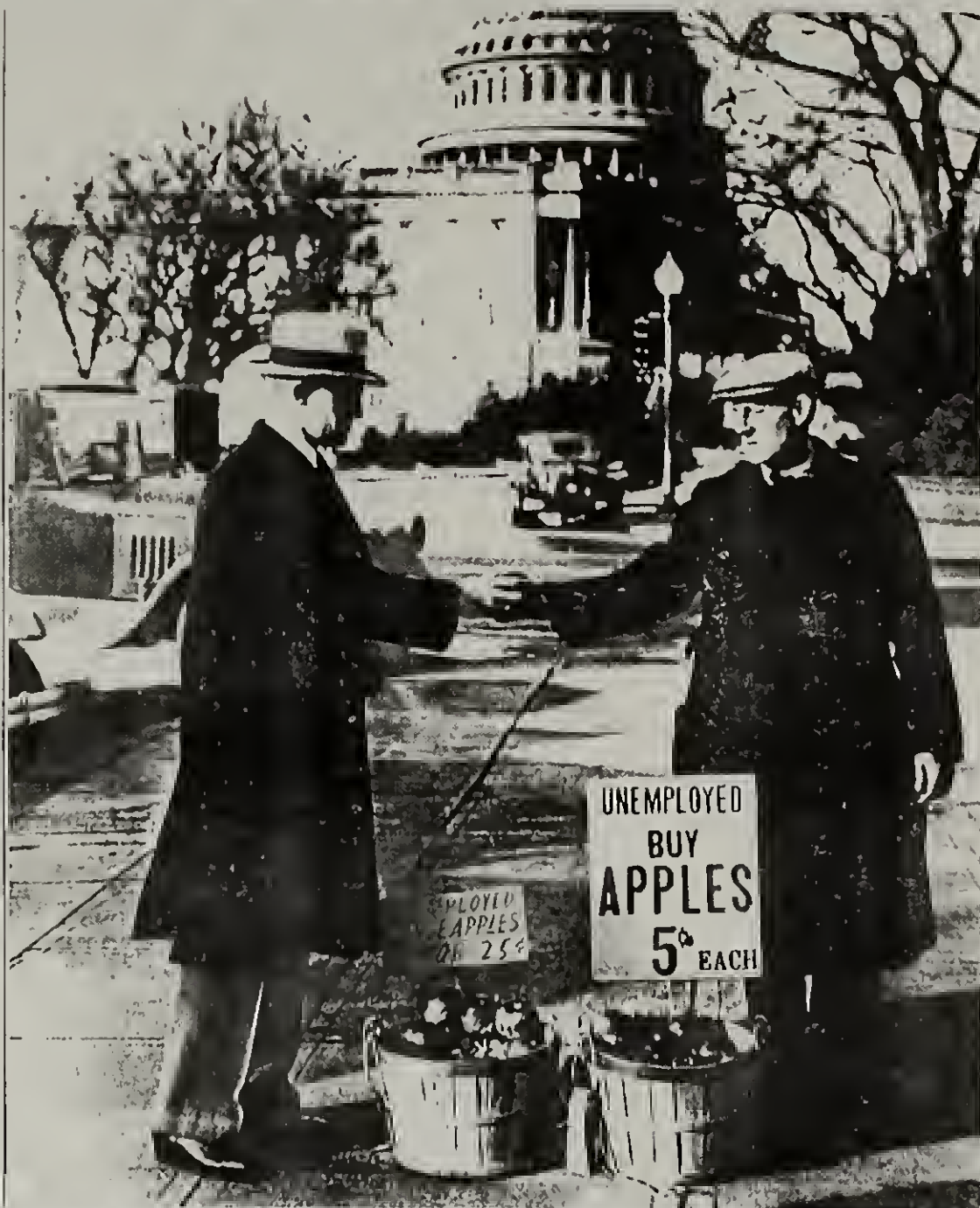
In the US, Clark said that the House and Senate are opposing the President's policies due to the action of the intellectuals and the opposition of their constituents. Fifty per cent of the Cabinet is in revolt, and three have resigned. There are doves in the Pentagon. Industry has begun to respond to demonstrations. Even the Wall Street Journal is against the war.

President Johnson has promised negotiations, but Clark thinks these are impossible because the

two countries do not really exist. The Quakers support a coalition and a stop to the bombing. Then there can be realistic negotiations with a mediator. There must be two groups — the Catholics, Buddhists, and other South Vietnamese groups with the NLF discussing government, and the Americans with the NLF discussing American bases. Clark believes that the Vietnamese will help us get out, but that the US is still unrealistically trying to win the war.

## Quotes Kennedy

Clark ended with a quote from President John Kennedy which sums up his position, "Mankind must finish war, or war will finish mankind."



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# Proyecto Amistad Endeavors Education through Experience

By Diane Edwards '70

"So much for the problems — now what do we do?"

"Cultural exchange is great, but how can I go abroad when there is so much to be done here?"

PROYECTO AMISTAD has become more than a summer service program in Peru. It has become an active forum of students from over ten colleges and universities who are tackling these questions. Originated less than two years ago by Jan Krigbaum (Wellesley '69) and Dick Shillen (Wellesley '68), Proyecto involves American students in development projects in Arequipa, Peru.

Its purposes include cultural exchange, service, and understanding of the problems of development; its members talk, read, and plan together in their effort both to apply their resources to needed action, and to educate themselves for future action.

While Proyecto is a concrete program, its heartbeat consists of shared ideas and as yet unplanned projects. Excerpts drawn from

more than twenty letters to Proyecto participants, applicants, and other interested people, better than any brochure, show the essence of Proyecto: imaginative, flexible work projects carried out with sensitivity to the Peruvian culture and to the long-range questions raised by the experience.

"It was, frankly, quite exciting to process your application. Your conception of the tenuous experience coincides with our own. It is that conviction — that education comes through and not before experience — which animates Proyecto. . . . It's been fascinating, in the year and a half during which the idea has evolved into an actual program, to see a student-originated plan function well not despite, but often because of the student staffing and experimental 'nothing ventured, nothing gained' approach."

"Dick has just returned from the spring planning trip with photos of the Peruvian families, which we'll forward as soon as developed. You will be living with the family of Joe Miguel Torres. . . . Your family is in farming, and, according to Dick, had 'hobbies' of relatives in the home. They are a very closely knit group, and will probably adopt you fully into their family life."

" . . . You will be living with the rector of the Universidad de San Agustín. He coaches a basketball team which travels as far as Bolivia and Chile on weekends — you're tapped as a recruit and will be invited on these jaunts as a member of the team. Break out a basketball along with that Spanish book this spring!"

"Your project will be work with

the Hermanitas, a group of nuns who enter *barriada* (slum) homes during family emergencies such as sickness or accidents and undertake everything from cooking to caring for the children. Though this may entail menial tasks, work with the Hermanitas provides a rare chance to meet this class of Peruvians without appearing condescending or merely curious about 'poverty'."

" . . . You will probably be paired with another Proyecto member, teaching physical education on a field with no equipment other than ball-in-hand. Last year Proyecto volunteers worked out simple dances with the girls. . . ."

"The project we'd like very much to see you undertake is an experiment. We'd like to place you in a *barriada* school to help teach reading. Trying to teach a group of twenty-odd young boys seated at makeshift desks, a teacher cannot pause to help slow learners — answers are shouted in unison and anyone not able to keep up is simply swept along. But you could work on a clinic basis with those who seemed habitually lagging. Work in the classroom might develop in many other directions, depending on the teachers involved, class size, and your own inclination."

"Work assignments this year have been made on a half-day basis, to free you to share your Peruvian family's activities, develop your project further, or simply to 'research' Peru and the city in which you find yourself."

"We know how much time you've been putting in on arranging the Harvard-Radcliffe seminar, and are really thrilled to see this



Places are still available for this summer's Proyecto Amistad project in Peru.  
photo by Diane Edwards '70

developing. We'd like to incorporate some of the highlights of your meetings into orientation materials for next year, and let the questions which came up in this group guide us in working out the reading list."

" . . . We're also looking into raising money for the work projects in Peru, since even small contributions can go far. Possibly the seminar group can speak to civic and service organizations in the Cambridge area and round up some support."

"I'm looking forward to working with you this term and am even more certain, in the wake of a very successful planning trip, that you're on your way to a very rewarding summer with an exceptional area director and a group you'll be contributing to as well as

learning from. It sounds like a platitude as I write it, but the prospects are genuinely exciting!"

" . . . There has also been discussion of a project in the U.S. capitalizing on the teams formed through Proyecto for work in Peru. This, of course, is a more long-range idea, not yet in the planning stages. Ironically, this summer program abroad may generate a group for action right here in the States! We're starting a Proyecto Newsletter to link former participants and share their post-Proyecto experiences. Most remain involved in social action during the academic year. There's an interesting continuity in this that will become clearer as we have an overview of two summers rather than just one."

Members of the community are invited to visit the Whillins Observatory of Wellesley College on Thurs., April 25 from 7:30 to 9:30 p.m. If the stars are out, Miss Sarah J. Hill, professor of astronomy and chairman of the department, will be present with several students to answer questions and to demonstrate the use of the 24-inch, 12-inch and 6-inch telescopes. If the skies are cloudy on April 25, the viewing will be postponed until Mon., April 29 at the same hours.

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# College's Third Film Festival Provides Interest, Excitement

by Barbara Cutts '69

The short film, often without dialogue or plot, is an enchanting art form all by itself. It has a magic that carries the most casual, comfortably-seated viewer effortlessly into its motion, and seductively into its concerns. It catches the eye; it moves; it sometimes happens, and it gains our attention directly and naturally. Being brief, without weighty dialogue, and in continuous motion, it tends to make us less critical of it.

Last weekend's Film Festival brought the short film and the cult of its followers to Wellesley. Though the quality of the work shown perhaps did not amply repay the ambitious and thoughtful planning of Film Society and the Festival Committee, the short film lends itself to such a rich variety of possibilities that the festival was uniformly interesting.

## Madder Movies, perhaps?

It is to be wished that our film festival could be a more gala occasion; that discussions and forums could be livelier, and that there could be greater interest from both students and faculty. Perhaps some of the flatness is due to the depressingly sterile atmosphere of Alumnae Hall, some to the lack of provocative matter of many of the films, and some to the technical complexities of the medium, which makes it hard for the inexperienced to talk in time initiated in the mystery about their art. Since, after we graduate most of us will go to the movies more than to the other arts for relaxation and enlightenment, it seems a waste that there is no academic concern for them at Wellesley.

Film Festival is a welcome step toward a greater understanding and appreciation of movies. The three day program encouraged student artists and critics, with more than 60 entries representing 34 schools, interspersed with discussion, lectures, and workshop demonstrations.

Saturday night the films that won prizes or received honorable mention were shown, but the program, for all its variety, was lacking in genuine originality. Dick Bartlett, of Boston University, whose two films won him first prize, seems to have made the most inventive films. "A Question of Color" was a brilliant spoof of another prize-winning film, "A Man and a Woman," which won the Grand Prize at the 1966 Cannes Film Festival. Bartlett's film duplicated the lush, delicious photography and music of the French film, but with a few incongruous changes.

We keep having to look into the woman's eyelid, and the man is a Woody Allen type of lover, racing a Volvo, which is a little less than we might wish for. But things are made most uncomfy by the fact that the woman is black — very black. Happily, though, the thwarting of our romantic impulses is turned into a good joke, and the "color thriller" is in more a serious black humor than shiny sheets of red and purple paper, although the film ends on an unresolved chord as a rocket explodes out of the ocean, and the woman goes berserk.

## Cinema of the absurd

"They Danc'd Her In," Bartlett's other film, was reminiscent of the Beatles' song, "She's Leaving Home," but without the Beatles' pointed satire. This film creates a cinema of the absurd, where everything is either ludicrous or incomprehensible, but generally witty. Poor Granny gets devoured by the TV (she can't "hear herself away") while the folks are out on a Sunday drive, and rebellious daughter won't eat her wholesome meal, but instead pours a lake of it all over Mommy.

Bartlett's inventiveness is characterized by more sill than ballast; brilliantly witty scenes have little to do with each other, so that the work as a whole suffers from pointlessness, but there is

much exuberant amusement along the way.

## Flesh and blood

The most intense film experience was in "Advertising is a Long Word," by Robert Estrin, who assures us that he is a married God-dard student. His technique of rapid-fire still picture, though seen before at other Wellesley Festivals, seems admirably suited to a short film, condensing blinding social commentary into the contradictory information of two shots.

The sumptuous Madison Ave. and Playboy vision of the good life lulled us along sweetly for awhile, and the videos of peddlers, newsmen, army recruits were only slightly disturbing, but the film worked toward an agonizing culmination as shots of enlisting guides were mixed with those of grotesque, war-burnt bodies and melling faces.

Also, "Della and the Snakes" was one film that attempted lyricism and beauty, and evoked a rich and sensuous world through its photography.

## Child Artists

But perhaps the most novel world was evoked in the films created by the children of the Lexington School of Modern Dance. "Menagerie" used a technical idea which appeared at Wellesley two years ago in "Toby." But it was refreshing to see TV cawky shows, and the adult world in general see them, and as we once did. Black Hat's horse's front legs gallop, but not the hind ones, though who notices these, and we see a child's vision of a TV version of a rocket ship. Everything is decidedly arbitrary — a yellow submarine full of frolicking honey-baguettes is swallowed by a whale.

And adult behavior, as that of the drunk in "Large Intel" is equally interesting, whether we understand it or not.

The children's instructors, Yvonne Anderson and Markie Lehr, had led them to a surprising

# Class Probes Defense Economy

How would the United States economy be affected if the cost of the war in Vietnam were eliminated? This question was the focus of this year's Economics 355 class. Econ. 355 is a seminar of senior economics majors — Denise Chorna, Nancy Haaga, Diane Hall, Nancy Kellogg, Barbara Maimin, Lee Matthew, and Jane Turor — who also manage the Economics 100 freshman tutorials.

The seminar is structured largely by the class members. According to advisor Rodney Morrison, assistant professor of economics, "The problem was the students' idea, and it has been a totally student-oriented project; I've actually been an observer." The class chose the question of Vietnam spending, because, explained Barbara Maimin, "We were interested in studying a problem in defense economics, a relatively new field, and now particularly relevant."

## Created Model Economy

In order to study the problem on a quantitative basis, the students created a model US economy. With economic statistics for 19 quarters, 1963-67, they derived five basic equations; these related to the factors of consumption, taxes, imports, investment, and national income. "In economics, we're always making models," remarked Morrison, "but, in this project, the students have had a chance to test their model."

None of the students nor Morrison had had any computer programming experience. During the project, however, they learned enough about it to take advantage of the General Electric computer in Wellesley Hills, connected by teletype to the college statistics lab. The computer was available on a time-sharing basis, open to Morrison's classes for only 45 minutes during the month of March. That was enough time, however,

degree of competence. Film proves to be a medium in which children can achieve a winsome directness and simplicity in conveying the way they look at the world.

## Still hungry

After the program there was a short discussion led by John Haveland, a PhD student at Harvard. Then Walter Ungerer of Columbia, showed the second part of an unfinished film, "Quest." Though an uncut film is something like an unsculpted statue — its hard to get too enthusiastic about the raw material — he had an audience, and the showing was typical of the kind of interest film can generate at Wellesley.

to make several preliminary program runs on the students' model. On each trial the students fed their model economy into the computer with the factor of Vietnam spending eliminated.

The final run was made March 26, with rather interesting results. There was considerable correlation between the students' results and actual economic statistics until early 1967. All five factors decreased as expected. The GNP, on standard of the national economic level, fell appreciably. For the last quarter of 1966, the theoretical elimination of the \$15.6 billion defense spending in Vietnam, would have lowered the national income for that period by \$53.5 billion. Under the assumption that the money used for Vietnam war expenditures would not be spent for anything else, the removal of these expenditures would seem to curtail the flow of national income and of imports. "It can therefore be argued," remarked Morrison, "that decrease in Vietnam spending would cut back on the U.S. balance of payments deficit."

This speculation, however, was evidently not supported by the project results. There was a noticeable lack of correlation between the students' results and the actual economic statistics for 1967. During the last weeks of the term the class planned to pursue this problem in order to discover the cause for this variance. No conclusions have yet been made on the subject, but, suggests Morrison, "the discrepancy indicates the recent introduction of some unconsidered factor, a fundamental change in the model economy itself."

# Reader Writes...

(Continue from page 6)

college early (Sept. 14), have the important task of assisting the V Juniors — in effect, being sub-V Juniors — by devoting their free time to helping the freshmen, by carrying luggage, guiding or listening to problems. Challenging! Sure.

Class of 1971, are you interested? Sign up sheets indicating willingness to serve are now posted in the dorms until April 30. Questions? Ask last year's Ask Me's or ask me.

Faye Harned '70  
Head of Ask Me's

## LOST AND FOUND

Mon., April 29, there will be a sale of all lost and found articles in the Info Bureau.

# BOOKS

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## Mr. Galvin: does business want "unreasonable" men?

Dear Mr. Galvin:

Dear Mr. Sayre:

George Bernard Shaw once said:  
"The reasonable man adapts himself to society. The unreasonable man refuses to adapt himself to society, but continues to war against it. The progress of mankind depends upon the unreasonable man."

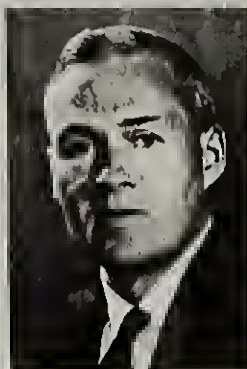
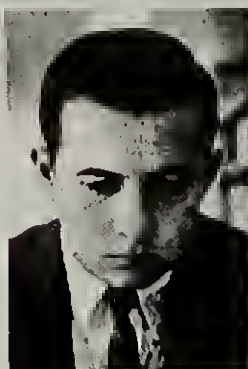
In order to save their children from heartache, parents often will say something like this: "It's all right for you to be idealistic now, but when you have lived as long as we have, you will become more reasonable in your goals and expectations. In life, things are done in a certain way and you can't change that. You can't fight City Hall."

If our generation listened to all the advice of older, more experienced generations, we might find ourselves in danger of stagnating. Fortunately, mankind always has produced the Wright Brothers, the Thomas Paines, the Gandhis, the Einsteins, the Schweitzers, and the other men who have helped our race to find better ways to do things.

Business is founded upon reasonable men and for reasonable purposes. It doesn't seem that there is any room in business for the unreasonable man—the protestor, the iconoclast. Business seems to reward the man who follows the interests of the corporation whose new ideas are measured only on a profit basis. In short, business seems to dictate against men who will not "toe the corporate line". Mr. Galvin, is there any room in business for the "unreasonable man"?

Sincerely,

*Fred W. Sayre*  
University of Arizona



I agree that business is founded upon reasonable men and for reasonable purposes. Shaw's "unreasonable man" who wars on society does so, we must presume, with constructive intent and results. Business most certainly needs men of this type, too.

The U.S.A. is the most productive country in the history of the world; we would not be where we are today without both "reasonable" men and men with perhaps more than average vision and courage who might be termed "unreasonable". Businessmen do not see a necessity to deny that profit is

motivational in business; profits are essential to the very foundation of our society and the future of our nation.

I can agree with you to some extent that if your generation followed all the advice of "older, more experienced" generations, you could find yourselves in danger of stagnating. Advice has little value unless it is based on reality and truth. No one generation or group has a monopoly on truth; what is meaningful and has value for one group may not be so for another.

But if there was no room in business for the "unreasonable" man (in Shaw's context)—the protestor, the iconoclast—business would run the risk of severe stagnation. There is, in fact, a need for individualistic and exceptionally erudite members of your generation—young men with new ideas, vision, and determination—the "unreasonable" men, if you will. Just as the opportunities of the present and future are greater than ever, so are the problems. Air and water pollution, training and employing "unemployables", world food problems, the plight of our cities... these are but a few of the problems that face your generation, just as previous generations have had to face and solve many other critical problems.

Men content only to conform are not likely to find the dynamic solutions needed; and, since business has a responsibility to meet these problems, it needs more than ever "unreasonable" men... the Thomas Paines and the Einsteins.

One acknowledgement of this need is evidenced by the scholar program of the First National Bank of Chicago. The bank specifically seeks articulate students with a high degree of awareness of social problems, and of high academic standing. One such student saw flaws in the bank's employee relations program and prepared a full report on it, with his professor. Bank officials saw the validity of his viewpoints and are now working on plans to implement his recommendations.

This is but one example of business' awareness that it needs fresh, innovative blood in its veins.

I have no doubt that young "unreasonables" will find themselves more and more in demand in American industry.

Sincerely,

*Robert W. Galvin*  
Chairman, Motorola Inc.

AN EVEN DOZEN. This is the twelfth in a continuing series of dialogues in progress during the school year between students at four leading universities and Robert W. Galvin, Motorola Chairman. "The Dialogue is an open discussion," Mr. Galvin says, "and I welcome comments from anyone interested in improving communications between the campus and the business world."

The students dialoguing with Mr. Galvin are: Berbera Ceulfield, Northwestern University; Ralph Kimbell, Stanford University; Fred Seyre, University of Arizona; and Paul George Sittenfeld, Princeton University.

Send your letters to Robert W. Galvin, Motorola Inc., 9401 W. Grand Avenue, Franklin Park, Illinois, 60131.



## Conscience Forum:

## To Strike or Not To Strike?

"I'm asking you for one day of your life," implored Mrs. Ruth Anna Putnam, assistant professor of philosophy, at an all college forum on the National Academic Day of Conscience, April 16. Seven faculty members and students delivered preliminary statements followed by discussion from the floor on Vietnam, the draft, racism, and the April 26 strike. Roger A. Johnson, assistant professor of biblical history, was moderator.

War and racism cannot be met by acting as if "the status quo is worth preserving," Mrs. Putnam continued. She stated that we should devote one day to matters of political significance. "We cannot stop talking about the war until the last American G.I. comes home . . . We cannot stop talking about racism until black babies and their mothers have the same chance to live as white babies and their mothers . . . We cannot stop talking but we must begin to act."

## Demonstration of Horror

Ellen Dubois '68 noted that after the incidents of the past weeks,

the public concern for Vietnam has waned as the concern about racism has increased. However, considering the heavy casualties in Vietnam recently, Ellen declared, "We must in short not relax our vigilance. In these days of conscience, we must understand the difference between American rhetoric and American action."

Mrs. Eleanor McLaughlin, instructor in history, defended the strike as a "means of expressing a moral outrage and active opposition. The strike is not a strike against classes but a public demonstration of horror. Even these pence overtures don't assure that a fundamental change in our foreign policy has occurred. It's not enough to stand up and be counted and have a conscience and be a good guy. We've got to change things."

## Saturday Night Strike?

"My first reaction to the strike was one of confusion," said Sally Kelly '68. Later she decided that the essential part of the strike is cutting classes for something more

worthwhile. "The emphasis should be on the positive element of taking an active part in the strike rather than the negative element of cutting a class."

"The idea of cutting classes seems to me to be a kind of a know-nothing attitude," Mr. Goldman suggested extra meetings as a substitute. "Let's give up the weekends, something that we enjoy. Don't give up a class — that's not a sacrifice." Goldman also suggested that we remember the perspective of history in viewing the war in Vietnam and racism. "The beauty of the American system is that it seems to respond."

## Letter to Council

"I'll give up my date Saturday night, Mr. Goldman, but I don't think that's the point," exclaimed Hillary Rodham '69. "Individual consciences are fine but individual consciences have to be made manifest. Why do these attitudes have to be limited to two days?" Hillary advocated thought about the issues but added, "Don't let it stop there."



Leon Apt, assistant professor of history, speaks at the Days of Conscience Forum on April 16. Roger Johnson, assistant professor of biblical history, moderates. photo by Joan Friedman '69

Walter Zimmerman, assistant professor of physics, announced that he has drafted a letter to Miss Adams, Academic Council, and the administration, asking for prompt and effective steps to affirm the college's opposition to racial and religious discrimination in selecting students, faculty, and non-academic personnel.

Ellen proposed that the "most significant action is to change people." "Racism is not screaming loud. It's white suburbans like all

of us." "We have to change ourselves," Stephanie Judson '68 added, "we need a little light too."

Workshops, films, religious services, an angry arts festival, dorm discussions with faculty members, and poetry readings are planned for April 26. Leon Apt, assistant professor of history, and Stephen Landon, instructor in sociology and anthropology, are inviting their classes to visit Roxbury with them on that day.

## Panel Examines Activism vs. Grey Mass for Alumnae

By Jane Oanter '68

In a spontaneous panel discussion, four Wellesley students attempted to present a picture of "what's happening at Wellesley" to more than three hundred alumnae leaders assembled at the opening of the recent Alumnae Council. Moderated by Alan Schechler, assistant professor of political science, the panel consisted of Jane Oanter '68, and Marilyn Tamburro, Hillary Rodham, and Francine Rusan, all '69.

Jane mentioned technicalities, such as transportation, which must be worked out in the MIT cross-registration. "I hope that there are flexible, not rigid,

limitations on the number of students participating in the program, or if expanded, it could introduce a stimulating and very positive element into the academic and social life."

As a member of the faculty-student Ad Hoc Committee, Marilyn was involved in expanding internal horizons by studying and recommending a series of revisions regarding required studies. The revisions, recently passed by Academic Council, allow students much more flexibility in choosing courses.

Taking up Marilyn's comments on student involvement in decision-making, Hillary stated: "The cry for responsibility in shaping one's education and one's life has real consequences for Wellesley, academically and non-academically." Newly elected president of College Government, Hillary cited the important role which CG has played, and mentioned the juss-fall option and changes in sign-out and partial regulations as significant steps initiated by student action.

In addition to responsibility, Hillary pointed to relevancy as a necessary component of the educational environment. "It is often difficult to understand what we are

doing here at Wellesley when there is so much going on beyond Hathaway House," she commented. She continued, "In order to answer the immediate needs of the call for relevancy, the CG is in the process of re-writing its constitution. After all, if a student government isn't relevant in the opinion of the students it is supposed to represent then it serves no purpose."

Hillary also mentioned the establishment of an "experimental college" which will be set up in the fall in an attempt to expand the relevancy of academic offerings at Wellesley. Students and faculty will determine the range of topics to be studied in the non-credit program.

## Expanding Awareness

Fran presented the alumnae with another student attempt to bring relevancy into the Wellesley community and to meet student responsibility. Representing Ethos,

Wellesley's organization of black students, she explained the ways in which Ethos has attempted to expand Wellesley's internal and external horizons by expanding awareness.

She pointed to the group's multiple responsibility to the college, the town, and the Roxbury community and stated its concern with bringing about change "in the most responsible ways." In particular, she cited the increased cooperation between Ethos and the admissions office with respect to the recruitment of prospective students.

## Setting Priorities

In the discussion which followed queuing remarks, Schechler raised the question: why is there so much student activism now? Hillary responded that students have traditionally been in the position to be active and they are, as others, upset about what is happening now.

Jane spoke of her surprise at the lack of involvement of so many people, and Hillary commented further on the "large gray mass" of the uninvolved.

All panelists agreed on the need for responsible involvement and all commented on the need for setting appropriate priorities. For example, Fran mentioned that several students had missed final exams to assist in organization and the maintenance of order in Roxbury during the recent period of high tension following the death of Martin Luther King, Jr. "In the final analysis," she commented, "I guess the best thing is to take the exam because we will have to be there and be the lawyers and the social workers," but still, she felt, those students had set coherent priorities for their active involvement.

## Miss Adams

(Continued from Page 3)

I would relinquish my free time. I would give up my lunch hour; I would give up my recreational time between and after classes; I would give up my dinner hour; I would give up the opportunity for relaxation during the evening and far into the night, so that by study, discussion, debate, and the formulation of lucid conclusions, I could demonstrate that my consideration of these problems was deliberate and thorough, and that I was neither negative nor sensational in the presentation of my concerns. By identifying myself as a responsible student in terms of performing as a student, I could better claim identification as a responsible critic of the policies and programs that I deplore.

On a slightly different aspect of this topic, I think News' publication of the suggested reading list was a great service to the college community, and I congratulate and thank the staff.

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